**Halifax County Schools**

UNIT PLANNING TEMPLATE

UNIT: \_Stories Worth Telling Again and Again\_\_ TIME FRAME: \_\_\_\_\_\_\_1 week\_\_\_\_\_\_\_ TEACHER: \_Mrs. Sheryl Wester, NBCT\_\_

Cultural Diversity Theme

Books: Grandfather’s Journey, Suki’s Kimono

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| |  | | --- | | **Unit Summary and Rationale:** (Outlines the components of the unit and the reasoning for their inclusion): | | Students will read stories that are worth telling and retelling. The will be exposed to stories that will help explain oral history (explaining traditions across generations) and cultural diversity. | | | | |
| |  | | --- | | **UnitConnectionCollege and Career Ready Descriptions:** Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.   * Students will demonstrate independence.    Students will value evidence.   Students will build strong content knowledge.   Students will respond to the varying demands of audience, task, and discipline.   * Students will critique as well as comprehend.    Students will use technology and digital media strategically and capably.   * Students will develop an understanding of other perspectives and cultures. | | | | |
| |  | | --- | | **Unit Standards:** Teachers should list the standards to be addressed within the unit. | |  | | | | |
| |  | | --- | | **Reading**  **(Including Foundational Skills)** |   **RL3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  **RL 3.2** Recount stories, including fables and folktales, and myths from diverse cultures: determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.  **RL3.3** Describe characters in a story (e.g., their traits motivations, or feelings) and explain how their actions contribute to the sequence of events.  **RFS3.3c**- Know and apply grade-level phonics and word analysis is decoding words. Decode multi-syllable words.  **RFS3.4** –Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | **Writing**  **W3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.  (Include 3.1a and 3.1b)  **W3.7** Conduct short research projects that build knowledge about a topic.  **W3.8** Recall information from experiences of gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories | **Speaking and Listening**  **SL3.1b** Follow agreed upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at time about the topics and texts under discussion.  **SL3.6** Speaking in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | **Language**  **L3.li**-Produce simple, compound and complex sentences  **L3.2-**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **L3.2a**–Capitalize appropriate words in titles  **L.3.4c** Use a known root word as a clue to the meaning of an unknown word with the same root. |

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| **Essential Questions:** Essential questions center on major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond *who, what and where.* They need to lead to the *how* and *why* | | | **Big Ideas:** These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study. | | | |
| Why is it important to ask and answer questions while we are engaged in reading text? | | | Find similarities and differences in culture. Japan and United States of America | | | |
| How can we determine the central message of a story? | | | Geography-locating countries described in the story and describing landforms | | | |
| How would you describe the characters in the story? How do their actions contribute to the sequence of events? | | |  | | | |
| **Learning Tasks:** Teachers list the various tasks students will engage in throughout the unit. | | | | | | |
| **Reading Tasks**  **RBT Flip Cards**  Students can respond to teacher directed questions. Students can ask each other questions. Students can create and ask their own questions.  **Frame-A-Story** Students will create a foldable graphic organizer. The organizer will feature central message of the text and summarizing.  **Character Report Card**- Students will grade characters in the story on positive or negative character traits. A narrative must be written to justify the grades that are given.  **Guided Reading-**Small Groups (Addressing Standards- RFS3.3c, RFS3.4) | **Writing/Language Tasks**  **\*Language Skills will be incorporated with the writing skills.**  **L3.li**-Produce simple, compound and complex sentences  **L3.2-**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **L3.2a**–Capitalize appropriate words in titles  **Letter Writing-**Write a letter asking a parent to let you travel to another country, dress in a special way, or eat a particular food. Think of reasons why you should be allowed to do what you ask.  **Research Clothing**-Research the traditional Kimono. Draw a picture and write a description. Explain what the Kimono is made of, why was the kimono worn, and who might have worn it. | | | **Discussion Tasks**  **Building Concepts- Culture**  Use a graphic organizer(web) to build concepts related to culture and what is means  **Class Discussion**  Compare and contrast main character’s love for two countries in the stories, drawing on specific details from the text. The students will use the Venn Diagram for the whole-group discussion.  **Class Discussion-**Diversity  Discuss how cultural differences can lead to discomfort or misunderstanding. Suggest ideas to develop tolerance and acceptance of diverse cultures  **Class Discussion** obstacles that immigrants encounter in the United States. Topics can include: exploitation, employment differences, housing problems, cultural obstacles, language barriers, and equity issues. | | **Language/Vocabulary Tasks**  **Vocabulary Game:** Make a chart of the vocabulary words (laminate if possible). Each student will toss a bean ball onto the chart. Whatever word it lands on must be used correctly in a sentence.  **Vocabulary Matching**-Match the words to the definition and create a sentence or representation for the words.  **Vocabulary Web**-Students will create a web to include a synonym, antonym, definition and picture.  **Root Word Mystery**-Write a root word on an index card and provide the meaning of the word. Write words that students may not be familiar with using the same root words. Write sentences using the words so that students can develop context clues.L.3.4c |
| **Assessments:** List types of assessments that will be used throughout the course of the unit.  \*If you do not have assessments for this unit, they should be created before moving on to the lesson design\* | | | | | | |
| **DIAGNOSTIC** | | **FORMATIVE** | | | **SUMMATIVE** | |
| Graphic Organizer-KWL – Culture  Self-Assessment-(Levels of knowledge) indicated with stickers | | Work Station-based activities  Writing Journals  Think-Pair-Share  Exit Tickets | | | Teacher-made Reading Comprehension Test  Writing Tasks | |
| **Text(s) Selections** (generated by both teacher and student)  Teachers will list the genres/titles for study:  Resources for Grandfather’s Journey: <http://ethemes.missouri.edu/themes/1366>  Resource for Suki’s Kimono: <http://www.thirdgradeisfun.com/SukisKimono.html>  **Stories:**  Grandfather’s Journey  Suki’s Kimono  **Guided Reading (Addressing Standards- RFS3.3c, RFS3.4)**  Leveled Readers-Scott Foresman  *Below Level Reader*-East Meets West: Japan and America *On Level Reader*-Dressed for School Success *Advanced Level Reader* -The Japanese Language | | | | | | |
| **Cross-Curricular Activities:**   1. **Social Studies Project---**Research the country of Japan-Include language, culture, customs, food etc. - **Essential Standard-3.C1.3** 2. **Science**- Cotton plant-research how cotton is grown, picked, processed into cloth and made into clothing. **Essential Standard 3.L.2** 3. **Music**-Explore the music in Japan as described in Suki’s Kimono-Cultural Diversity | | | | | | |

**Vocabulary**

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| **Grandfather’s Journey**  amazed  bewildered  towering  longed  still  homeland  sculptures  seacoast  steamship  coast  route  lush | **Suki’s Kimono**  familiar  murmur  shreds  cotton  festival  graceful  handkerchief  paces  pale  rhythm  snug | **Leveled Readers**  ***Below Level Reader***  East Meets West: Japan and America  Vocabulary-cotton, festival, graceful, handkerchief, pace, pale, rhythm, snug  ***On Level Reader***  Dressed for School Success  Vocabulary-cotton, festival, graceful, handkerchief, pace, pale, rhythm, snug  ***Advanced Level Reader***  The Japanese Language  Vocabulary- diagram, discord, harmony, ideal, isolated, linguists, mainland, unique |